

# **DWD 21<sup>st</sup> Century Workplace Skills Initiative**



**Tuesday, January 17, 2005**

- ¶ The Case and Framework for Attacking IN's Skills Deficit
- ¶ Workplace Literacy Defined
- ¶ Overview of DWD's Strategic Approach to Workforce Readiness (i.e., Workplace Literacy)
- ¶ Action Plan and Timeline for Workplace Readiness Pilot

## Indiana's Workforce Challenges:

- 960,000 to 1.2 million Employed Hoosiers possess workplace skills below those required for successful employment in a knowledge-based economy
- Indiana Chamber's *Economic Vision 2010* 2004-'05 Report Card, Indiana received a grade of "F" in the Workforce category
- Indiana ranks 47<sup>th</sup> in Bachelor's Degree attainment (21.1%) for those 25yrs+ & 26<sup>th</sup> for HS diploma or higher (87%).
- U.S. Department of Education estimates 60% of new jobs will require skills possessed by only 20% of the current workforce

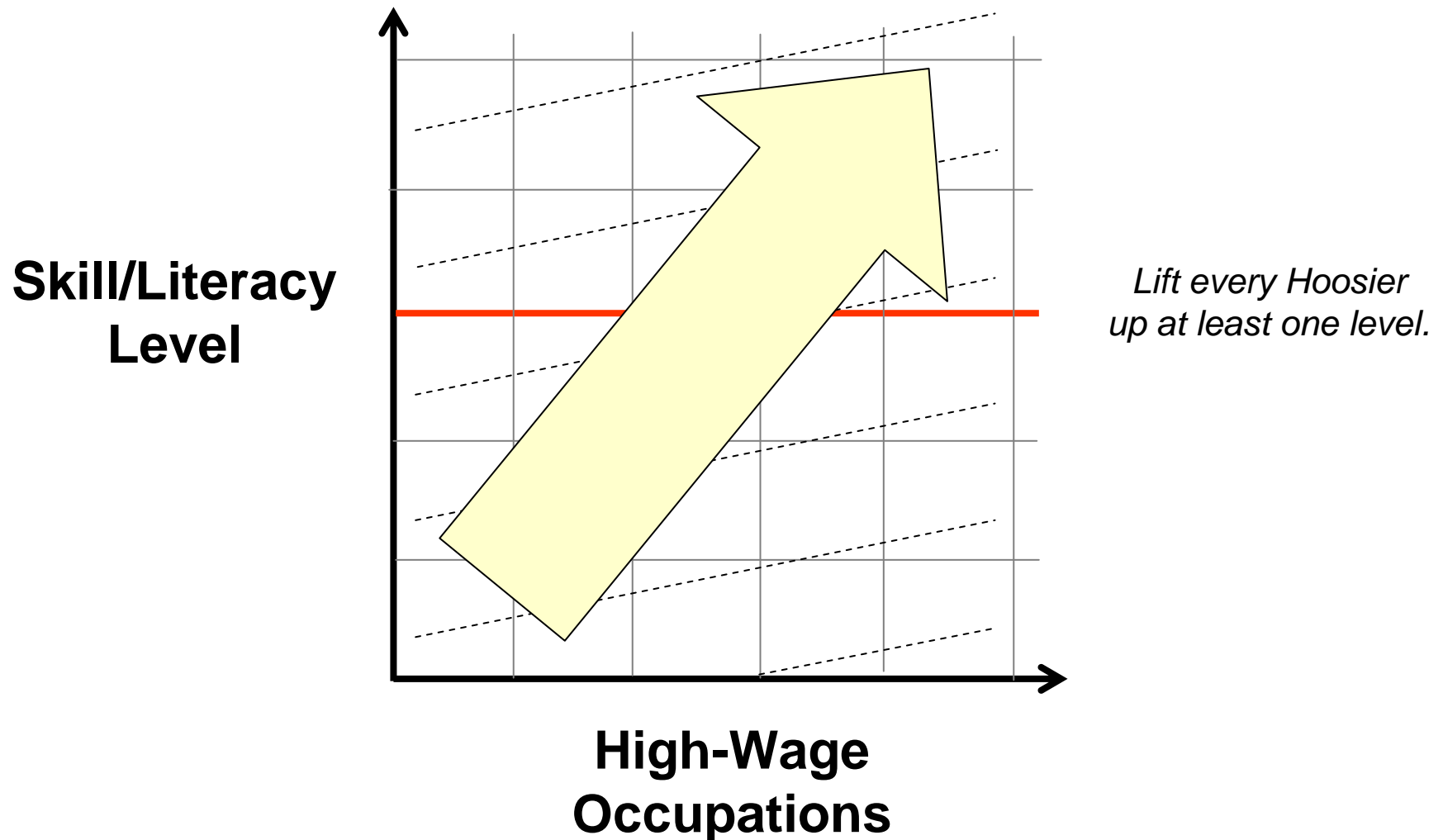
## Workplace Literacy as defined by the experts:

U.S. Conference Board – “Proficiency in the following skill areas: reading; math; communicating effectively in English; learning, understanding, and applying information and analysis; thinking critically and acting logically to solve problems; using technology, tools, and information systems; working in teams.”

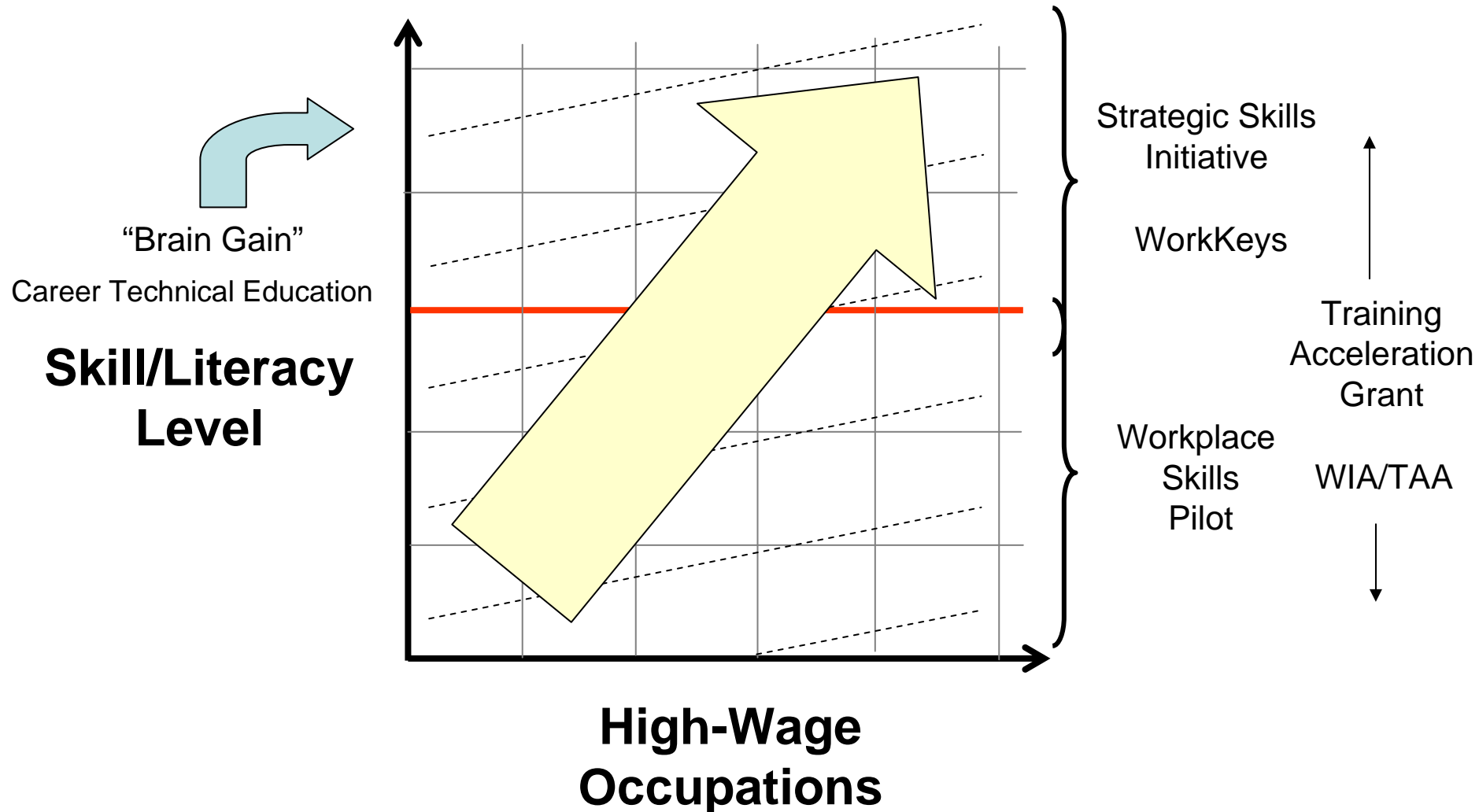
Workforce Literacy Advisory Committee<sup>1</sup> – broad definition including:

- A skill based proficiency continuum (relative rather than absolute measure)
- Reading, using information, and math skills as defined by NALS;
- Communicating effectively in English;
- Learning, understanding and applying information and analysis;
- Thinking critically and acting logically to solve problems;
- Using technology, tools, and information systems; and
- Working in teams, developing a positive attitude toward change, and a willingness and ability to learn for life.

## Conceptual Skills Model:



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## Primary Goals:

- Grow awareness to “looming crisis”
- Increase the basic skills of incumbent and dislocated workers by at least “one skill level”
- Pilot 21<sup>st</sup> Century Workplace Skills Certificate
- Identify most promising demand-driven delivery models for workforce basic skills education that can be subsequently built to scale
- Build the capacity of workforce basic skills educators and brokers
- Build momentum necessary to recreate Adult Basic Education for 21<sup>st</sup> Century

## Key Components of Workplace Skills Pilot:

- Create standards by which we will credential competencies
- Create & Execute an effective awareness campaign around issue
- Develop resources and marketplace to broker demand-driven solutions
- Pilot different models for contextualized basic skills education
- Conduct thorough evaluation of both process & programmatic efforts.



**Key Component #1:** Create standards by which we will credential competencies

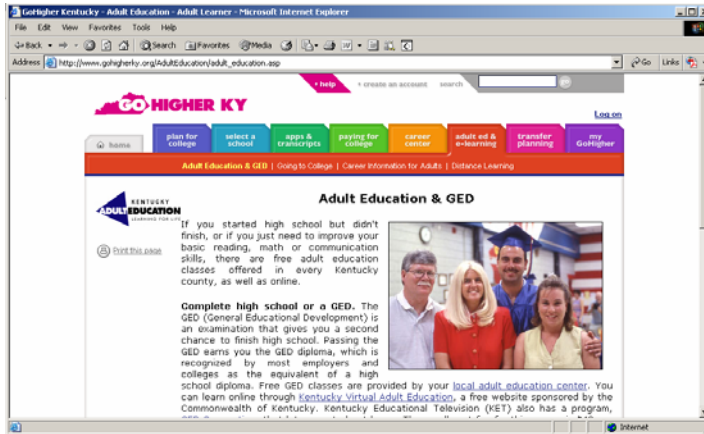
## ***Traditional ABE Model***

- Characterized by “3 R’s”
- Utilization of system that failed to equip in first place
- Little correlation with skills needed to succeed in the 21<sup>st</sup> Century workplace
- Limited contextualized opportunities
- Lacks flexibility and focus for today’s worker
- Relevance limited to specific audiences
- Limited accountability and competition

## ***Workplace Skills Model***

- 21<sup>st</sup> Century Skills:
  - Mathematics
  - Communication
  - Locating/Reading Information
  - Problem-solving
  - Critical Thinking
  - Digital/Computer Literacy
- Focused on re-tooling for updated employability
- 100% [workplace] contextualized
- Flexible & specialized to worker
- Accountability and competition = “pay for results”

## Key Component #2: Create and execute an effective awareness campaign

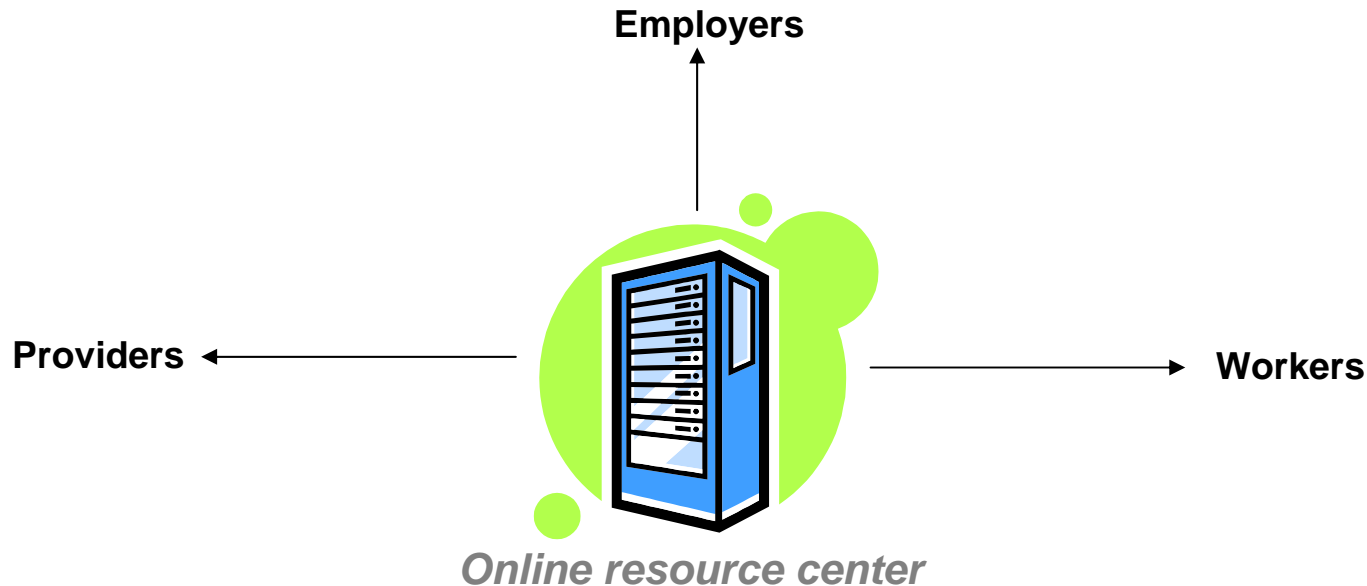


- State will use KY's GoGED/Go Higher campaign as a best practices model
- Need to focus on **both** Employers & Workers

## Key Challenges & Aspects w/Awareness Campaign:

- In recent study conducted by DWD, approx. 35% of IN. employers admit having problem in this area; many simply don't know how to address it<sup>1</sup>
- Workers (and employers) hesitant to admit deficiencies in this area
- Make employers aware of tools, resources, & funding available to address issue
- Campaign will be based on market research

**Key Component #3:** Develop resources / marketplace to broker demand-driven solutions



- Most adult education providers do not focus on workforce basic skills education; rather they use the traditional ABE model
- To meet the workforce literacy deficits in Indiana, we need specially-trained education providers of workplace-based literacy education and brokers who know how to work with employers
- A professional development network will begin to address this gap

## Key Component #4: Pilot different models for contextualized basic skills education

	Basic skills, contextualized	Occupational specific; training for certificate w/basic skills ed. embedded
<i>Single Employer</i>	<ul style="list-style-type: none"> <li>• Contextualized to company, yet curriculum is general enough to be: (1) cost effective; and (2) shared</li> <li>• Incumbent workers</li> <li>• Open competition</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on occupational skills, with a heavy dose of basic skills education embedded</li> <li>• Incumbent, emerging, or dislocated workers</li> <li>• Ltd. competition/invitation only</li> </ul>
<i>Consortia of Employers</i>	<ul style="list-style-type: none"> <li>• General basic skills education, with contextualization to workplace in general</li> <li>• Incumbent workers</li> <li>• Geographically-centered</li> <li>• Could be sectoral</li> <li>• Ltd. competition/invitation</li> </ul>	

## Key Component #5: Conduct evaluation of process and program efforts

- Evaluation should be centralized & cover all grantees
- Focused on key outcomes with specific metrics
- No individual evaluations for each grantee
- Demonstration program seeking to find innovative solutions; thorough evaluation will assist in identifying sustainable solutions
- Need objective and expansive look at demonstration program's ability to address/achieve desired outcomes.

- Fall 2005:** Establish 21<sup>st</sup> Century Competitive Skills standards and identify a credential tool
- January 2006:** Issue RFP for demonstration program and host first in a series of provider professional development seminars
- March 2006:** Proposal due
- April 2006:** Fund demonstration programs
- Summer 2006:** Launch awareness raising communications campaign  
Grantees start training no later than June 1
- Fall 2006:** Host second seminar in professional development series in conjunction with a “check in” meeting of demonstration program grantees
- Late Fall 2006:** Interim results due (6-mos from last allowable date to start training)
- Spring 2007:** Host third seminar in professional development series in conjunction with a “check in” meeting of demonstration program grantees

